Syllabication: VCV Pattern

Use the **SYLLABICATION: VCV PATTERN** routine to

- explicitly teach the whole class or small groups to decode two-syllable words with the VCV syllable pattern.
- provide students with a growing bank of strategies to help them approximate a word's pronunciation and check it against their speaking or listening vocabularies.
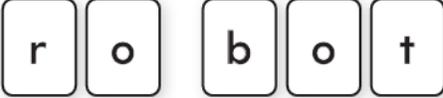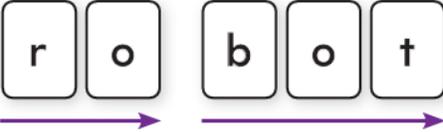- support students in reading longer words more confidently and fluently.

ROUTINE MATERIALS

Use the **Letter and Grapheme Cards** when teaching students to blend words.

- Gather the Letter and Grapheme Cards before the lesson and put them in the order of the words to blend.
- Display each letter or grapheme card in a pocket chart or on the chalkboard ledge as you ask students to say the sound and blend the letter sounds.

ROUTINE IN ACTION

ROUTINE STEP	MODEL LANGUAGE
1 **Display the cards in order.** Leave a space between the two syllables. For additional support, consider labeling the vowels with *V* and consonants with *C* so students can visualize the VCV pattern.	*Identify the vowels. I see two vowel spellings, so there are two syllables. When a word has one consonant between two vowels, we usually divide the syllables after the first vowel (V/CV).*
2 **Guide students to blend the sounds in each syllable.**	*The first vowel is open, so I know to use its long vowel sound. The second vowel is closed, so I know to use its short vowel sound. Blend each syllable with me: /r/ /ō/, ro; /b/ /ŏ/ /t/, bot.*
3 **Blend the syllables to pronounce the word.**	*Blend the two syllables and say the word with me: /rō/ /bŏt/, robot. This is the most common way to split words with a VCV pattern. To decode other words, we may need to split the syllable after the vowel and consonant, like this: VC/V. Trying to divide words using the V/CV or VC/V pattern is called vowel flexing. Continue decoding additional words, flexing the vowel as needed.*

HMH